



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2007 (Reports Revised October 2007)
ID: 10871278
District: Lamoine School Department
School: Lamoine Consolidated School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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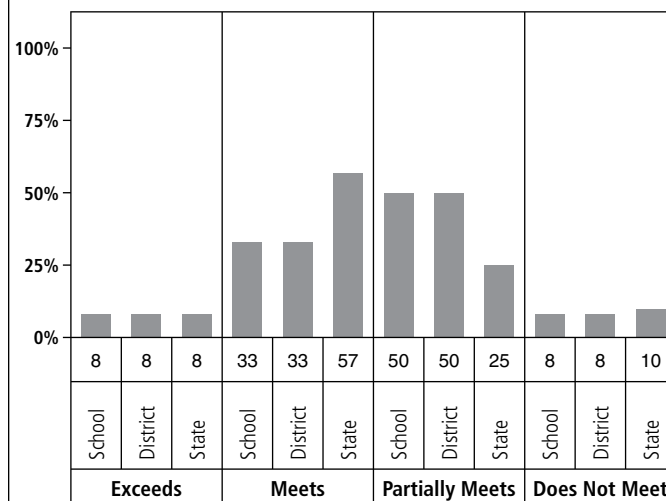
SUMMARY OF SCORES

Date: March 2007
Grade: 6
District: Lamoine School Department
School: Lamoine Consolidated School

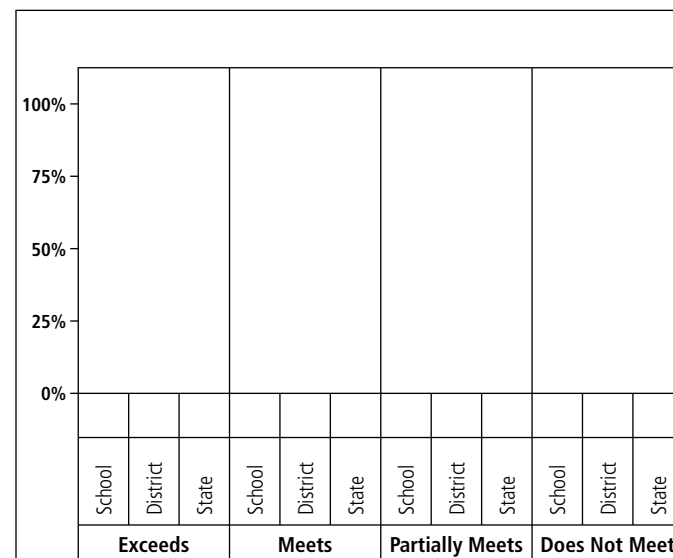
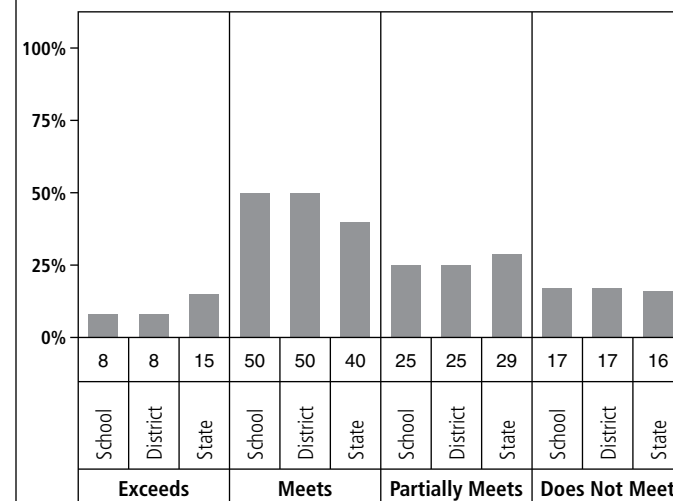
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg. *	641 643 642	641 643 642	644 646 645
Mathematics 2005–2006 2006–2007 Cum. Avg. *	639 642 640	639 642 640	641 643 642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 6
 District: Lamoine School Department
 School: Lamoine Consolidated School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	12	100	12	100	14621	100	12	100	12	100	14494	99	12	100	12	100	14498	99						
Ethnicity African American	1	8	1	8	358	2	1	100	1	100	351	98	1	100	1	100	355	99						
American Indian/Native Alaskan	0	0	0	0	106	1	0	0	0	0	105	99	0	0	0	0	106	100						
Asian/Pacific Islander	0	0	0	0	214	1	0	0	0	0	212	99	0	0	0	0	213	100						
Hispanic	0	0	0	0	164	1	0	0	0	0	160	99	0	0	0	0	159	98						
White	11	92	11	92	13776	94	11	100	11	100	13665	99	11	100	11	100	13664	99						
Not Reported	0	0	0	0	3	0	0	0	0	0	1	33	0	0	0	0	1	33						
Identified disability	4	33	4	33	2570	18	4	100	4	100	2519	99	4	100	4	100	2521	99						
Current LEP	0	0	0	0	292	2	0	0	0	0	284	97	0	0	0	0	290	99						
Economically disadvantaged	6	50	6	50	5456	37	6	100	6	100	5389	99	6	100	6	100	5391	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	9	75	9	75	11904	81	8	67	8	67	11926	82						
Identified disability (PET/IEP)	1	11	1	11	471	4	0	0	0	0	491	4						
LEP	0	0	0	0	159	1	0	0	0	0	165	1						
504 plan	0	0	0	0	162	1	0	0	0	0	164	1						
Participation with accommodations	3	25	3	25	2382	16	4	33	4	33	2380	16						
Identified disability (PET/IEP)	3	100	3	100	1855	78	4	100	4	100	1843	77						
LEP	0	0	0	0	110	5	0	0	0	0	120	5						
504 plan	0	0	0	0	58	2	0	0	0	0	56	2						
Other	0	0	0	0	389	16	0	0	0	0	390	16						
Participation through alternate assessment (PAAP)	0	0	0	0	198	1	0	0	0	0	192	1						
Identified disability (PET/IEP)	0	0	0	0	193	97	0	0	0	0	187	97						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	10	0												
Approved non-participation – special consideration	0	0	0	0	22	0	0	0	0	0	22	0						
Non-participation – other	0	0	0	0	105	1	0	0	0	0	101	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 6
District: Lamoine School Department
School: Lamoine Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006 2006-2007 Cum. Avg.	0	0	0	0	1176	8
		1	8	1	8	1132	8
		1	6	1	6	1154	8
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006 2006-2007 Cum. Avg.	9	47	9	47	7612	51
		4	33	4	33	8127	57
		7	41	7	41	7870	54
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006 2006-2007 Cum. Avg.	9	47	9	47	4080	27
		6	50	6	50	3549	25
		8	47	8	47	3815	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006 2006-2007 Cum. Avg.	1	5	1	5	2005	13
		1	8	1	8	1478	10
		1	6	1	6	1742	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	31.5	56.3	31.5	56.3	33.8	60.4
Literary Text	28	50	14.8	52.9	14.8	52.9	16.0	57.1
Informational Text	28	50	16.7	59.6	16.7	59.6	17.7	63.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 6
 District: Lamoine School Department
 School: Lamoine Consolidated School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	12	1	8	4	33	6	50	1	8	643	12	8	33	50	8	643	14286	8	57	25	10	646
Ethnicity																						
African American	1										1						339	2	46	25	26	639
American Indian/Native Alaskan	0										0						104	4	42	30	24	640
Asian/Pacific Islander	0										0						208	9	54	26	11	647
Hispanic	0										0						159	6	50	26	18	643
White	11	1	9	4	36	6	55	0	0	645	11	9	36	55	0	645	13475	8	57	25	10	646
Not Reported	0										0						1					
Identified disability																						
Yes	4										4						2326	1	25	39	35	635
No	8	1	13	4	50	3	38	0	0	648	8	13	50	38	0	648	11960	9	63	22	6	648
Limited English proficient students																						
Current LEP in first year	0										0						1					
Current LEP beyond first year	0										0						268	1	32	33	34	635
Economically disadvantaged																						
Yes	6	0	0	2	33	4	67	0	0	643	6	0	33	67	0	643	5269	3	46	33	17	641
No	6	1	17	2	33	2	33	1	17	643	6	17	33	33	17	643	9017	11	63	20	6	649
Migrant																						
Yes	0										0						8	0	63	13	25	641
No	12	1	8	4	33	6	50	1	8	643	12	8	33	50	8	643	14278	8	57	25	10	646
Gender																						
Female	5	0	0	4	80	1	20	0	0	649	5	0	80	20	0	649	6997	11	60	21	8	648
Male	7	1	14	0	0	5	71	1	14	639	7	14	0	71	14	639	7288	5	54	28	12	644
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						1187	3	35	42	20	639
No	12	1	8	4	33	6	50	1	8	643	12	8	33	50	8	643	13099	8	59	23	9	647
Gifted/talented program																						
Yes	1										1						489	35	61	4	0	659
No	11	1	9	3	27	6	55	1	9	642	11	9	27	55	9	642	13797	7	57	26	11	646

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 6
 District: Lamoine School Department
 School: Lamoine Consolidated School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	33	0	0	2	50	1	25	1	25	640	33	0	50	25	25	640	5	4	40	30	26	639
B. less than one hour	67	1	13	2	25	5	63	0	0	645	67	13	25	63	0	645	60	8	58	24	10	646
C. one to two hours	0										0						32	9	59	25	7	647
D. more than two hours	0										0						3	6	47	28	19	643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	42	0	0	2	40	3	60	0	0	643	42	0	40	60	0	643	39	11	62	21	6	648
B. They match some of what I have learned.	42	1	20	1	20	2	40	1	20	644	42	20	20	40	20	644	49	7	57	27	9	646
C. They match just a little of what I have learned.	8	0	0	1	100	0	0	0	0	642	8	0	100	0	0	642	9	5	42	31	21	641
D. There is no match.	8	0	0	0	0	1	100	0	0	638	8	0	0	100	0	638	3	2	29	30	39	634
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	17	1	50	0	0	1	50	0	0	652	17	50	0	50	0	652	27	16	63	14	7	651
B. good	67	0	0	4	50	3	38	1	13	643	67	0	50	38	13	643	55	6	60	26	9	646
C. fair	17	0	0	0	0	2	100	0	0	634	17	0	0	100	0	634	16	1	43	37	18	640
D. poor	0										0						2	1	24	46	30	635
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	0										0						14	6	48	26	20	642
B. about the same as my regular schoolwork	67	1	13	3	38	4	50	0	0	646	67	13	38	50	0	646	65	8	59	25	8	647
C. easier than my regular schoolwork	33	0	0	1	25	2	50	1	25	638	33	0	25	50	25	638	21	9	58	24	9	646
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	0										0						7	2	30	36	33	636
B. Most of the passages were about the same as what I normally read.	67	0	0	3	38	4	50	1	13	640	67	0	38	50	13	640	49	5	55	29	10	645
C. Most of the passages were easier than what I normally read.	33	1	25	1	25	2	50	0	0	649	33	25	25	50	0	649	44	12	64	18	6	649
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	8	0	0	0	0	1	100	0	0	636	8	0	0	100	0	636	46	7	56	26	11	645
B. I tried about the same as I do on my regular schoolwork.	83	1	10	4	40	5	50	0	0	646	83	10	40	50	0	646	50	9	60	24	8	647
C. I did not try as hard on this test as I do on my regular schoolwork.	8	0	0	0	0	0	0	1	100	624	8	0	0	0	100	624	3	3	39	33	26	639
How much time do you spend reading at home each day?																						
A. more than one hour	8	1	100	0	0	0	0	0	0	666	8	100	0	0	0	666	18	12	61	19	8	649
B. 20 minutes to an hour	25	0	0	1	33	1	33	1	33	635	25	0	33	33	33	635	51	9	60	23	7	647
C. less than 20 minutes	17	0	0	1	50	1	50	0	0	648	17	0	50	50	0	648	13	5	53	28	14	644
D. I rarely read at home.	50	0	0	2	33	4	67	0	0	642	50	0	33	67	0	642	18	2	47	34	17	641
Optional school/district question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Date: March 2007
Grade: 6
District: Lamoine School Department
School: Lamoine Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	0	0	0	0	1463	10
	2006-2007	1	8	1	8	2092	15
	Cum. Avg.	1	6	1	6	1778	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	9	47	9	47	5914	40
	2006-2007	6	50	6	50	5731	40
	Cum. Avg.	8	47	8	47	5823	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	5	26	5	26	4494	30
	2006-2007	3	25	3	25	4175	29
	Cum. Avg.	4	24	4	24	4335	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	5	26	5	26	3014	20
	2006-2007	2	17	2	17	2308	16
	Cum. Avg.	4	24	4	24	2661	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	18	32	7.7	42.8	7.7	42.8	8.3	46.1
Cluster 2: Shape and Size	14	25	7.0	50.0	7.0	50.0	6.7	47.9
Cluster 3: Mathematical Decision Making	8	14	5.4	67.5	5.4	67.5	5.6	70.0
Cluster 4: Patterns	16	29	10.4	65.0	10.4	65.0	10.8	67.5

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 6
 District: Lamoine School Department
 School: Lamoine Consolidated School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	12	1	8	6	50	3	25	2	17	642	12	8	50	25	17	642	14306	15	40	29	16	643
Ethnicity																						
African American	1										1						350	4	29	32	35	633
American Indian/Native Alaskan	0										0						105	7	22	37	34	634
Asian/Pacific Islander	0										0						211	24	37	27	12	648
Hispanic	0										0						158	11	36	30	23	640
White	11	1	9	6	55	3	27	1	9	644	11	9	55	27	9	644	13481	15	41	29	15	644
Not Reported	0										0						1					
Identified disability																						
Yes	4										4						2334	3	18	32	47	628
No	8	1	13	5	63	2	25	0	0	649	8	13	63	25	0	649	11972	17	44	29	10	646
Limited English proficient students																						
Current LEP in first year	0										0						10	0	20	20	60	627
Current LEP beyond first year	0										0						275	5	24	29	41	631
Economically disadvantaged																						
Yes	6	0	0	3	50	2	33	1	17	637	6	0	50	33	17	637	5282	7	32	36	26	637
No	6	1	17	3	50	1	17	1	17	647	6	17	50	17	17	647	9024	19	45	25	10	647
Migrant																						
Yes	0										0						8	13	50	13	25	639
No	12	1	8	6	50	3	25	2	17	642	12	8	50	25	17	642	14298	15	40	29	16	643
Gender																						
Female	5	0	0	4	80	1	20	0	0	648	5	0	80	20	0	648	7004	14	41	30	15	644
Male	7	1	14	2	29	2	29	2	29	637	7	14	29	29	29	637	7301	15	39	29	17	643
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						1196	3	24	43	30	634
No	12	1	8	6	50	3	25	2	17	642	12	8	50	25	17	642	13110	16	42	28	15	644
Gifted/talented program																						
Yes	1										1						489	59	37	4	1	664
No	11	1	9	5	45	3	27	2	18	641	11	9	45	27	18	641	13817	13	40	30	17	643

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 6
District: Lamoine School Department
School: Lamoine Consolidated School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	33	0	0	2	50	0	0	2	50	631	33	0	50	0	50	631	5	11	29	25	35	635
B. less than one hour	67	1	13	4	50	3	38	0	0	647	67	13	50	38	0	647	60	15	41	29	15	644
C. one to two hours	0										0						32	15	41	30	13	644
D. more than two hours	0										0						3	12	34	31	23	639
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	50	1	17	3	50	1	17	1	17	645	50	17	50	17	17	645	47	19	44	26	11	647
B. They match some of what I have learned.	42	0	0	3	60	2	40	0	0	644	42	0	60	40	0	644	42	12	39	32	17	642
C. They match just a little of what I have learned.	0										0						9	7	27	36	30	635
D. There is no match.	8	0	0	0	0	0	0	1	100	606	8	0	0	0	100	606	2	5	14	24	57	625
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	25	1	33	1	33	0	0	1	33	646	25	33	33	0	33	646	28	31	45	16	8	652
B. good	58	0	0	5	71	2	29	0	0	645	58	0	71	29	0	645	50	11	44	31	14	643
C. fair	17	0	0	0	0	1	50	1	50	623	17	0	0	50	50	623	19	3	28	43	27	635
D. poor	0										0						3	2	16	41	41	629
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	8	0	0	0	0	0	0	1	100	606	8	0	0	0	100	606	23	7	35	34	25	638
B. about the same as my regular schoolwork	67	1	13	5	63	2	25	0	0	649	67	13	63	25	0	649	62	14	43	30	14	644
C. easier than my regular schoolwork	25	0	0	1	33	1	33	1	33	633	25	0	33	33	33	633	15	30	40	21	10	651
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	33	0	0	2	50	0	0	2	50	630	33	0	50	0	50	630	47	13	40	31	17	643
B. I tried about the same as I do on my regular schoolwork.	58	1	14	4	57	2	29	0	0	649	58	14	57	29	0	649	49	17	41	28	14	645
C. I did not try as hard on this test as I do on my regular schoolwork.	8	0	0	0	0	1	100	0	0	636	8	0	0	100	0	636	3	13	30	27	30	638
How often do you use hands-on materials in mathematics class?																						
A. almost every day	27	0	0	2	67	1	33	0	0	645	27	0	67	33	0	645	16	11	34	34	22	640
B. two or three days a week	27	0	0	2	67	1	33	0	0	647	27	0	67	33	0	647	35	14	41	29	15	644
C. two or three times each month	18	0	0	2	100	0	0	0	0	645	18	0	100	0	0	645	38	16	43	28	13	645
D. never	27	0	0	0	0	1	33	2	67	619	27	0	0	33	67	619	12	15	36	29	20	642
Which statement best describes the use of calculators in mathematics class?																						
A. Calculators are used daily.	58	1	14	3	43	2	29	1	14	645	58	14	43	29	14	645	11	15	36	30	19	642
B. Calculators are used once or twice a week.	33	0	0	3	75	1	25	0	0	645	33	0	75	25	0	645	40	15	42	28	15	644
C. Calculators are used once or twice a month.	0										0						25	15	40	30	14	644
D. Calculators are rarely or never used.	8	0	0	0	0	0	0	1	100	606	8	0	0	0	100	606	24	13	40	30	18	642
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	17	0	0	1	50	0	0	1	50	627	17	0	50	0	50	627	7	10	30	28	32	636
B. 30–45 minutes	17	0	0	2	100	0	0	0	0	648	17	0	100	0	0	648	37	12	39	32	17	642
C. 45–60 minutes	58	1	14	2	29	3	43	1	14	642	58	14	29	43	14	642	42	17	43	27	12	646
D. more than 60 minutes	8	0	0	1	100	0	0	0	0	654	8	0	100	0	0	654	14	17	40	28	14	645
Optional school/district question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number